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ABSTRACT

The manual (part of the training package, "Individual Program Planning with Developmentally Disabled Persons", IPP) presents suggestions for administering training in individual program planning and for maintaining the IPP system. Discussed are the contents of the IPP training package, descriptions of the six training sessions, policies for the training sessions, size and composition of the training groups, the responsibilities of the person in charge of training, sample questions and comments that may be heard from group members, and strategies for dealing with hostile groups. Suggestions for maintaining an IPP system (review procedures, review schedules) are also included. (BD)

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MANUAL

HOW TO IMPLEMENT AND MAINTAIN AN INDIVIDUAL PROGRAM PLANNING SYSTEM

A GUIDE TO TRAINING AND EVALUATION

Revised Edition

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IPP

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This manual for administrators is part of a training package, *Individual Program Planning with Developmentally Disabled Persons,* which also includes a trainee's workbook and two videotapes.

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We recommend these materials to the reader interested in further developing program planning skills through a different, but complementary, model.

We also gratefully acknowledge the editing of Linda Baucom, the secretarial assistance of Mildred Terrell and Carla Hodges, and the proofreading of Maryann Resendez.

INTRODUCTION

This manual for administrators responsible for implementing and maintaining an individual program planning system is part of the training package, *Individual Program Planning with Developmentally Disabled Persons*. The package is designed for training all staff members of an agency, including direct care staff, in individual program planning. It also contains guidelines for implementing the agency-wide use of individual program plans (IPPs).

Administering an individual program planning system requires both training the staff in developing IPPs and maintaining and developing their skills once formal training is completed. Thus, this manual presents suggestions for administering training in individual program planning and for maintaining the IPP system.

The first part consists of guidelines for implementing the instructor-free training course, *Individual Program Planning with Developmentally Disabled Persons*. It outlines the responsibilities of the person in charge of implementing training, discusses arrangements to be made prior to training, answers questions which may arise from the trainees, and offers suggestions for dealing with hostile groups.

The second part of this manual proposes a positive approach to review and evaluation of staff, designed to foster the growth of their skills in working with IPPs and the successful functioning of the IPP system. Forms to be used in this review are included.

Before arranging to have your staff use the training package, it is essential that you complete the training yourself as a member of a training group. This experience will familiarize you with both the content and the methods of the training.

IMPLEMENTING IPP TRAINING

THE IPP TRAINING PACKAGE

The training package, *Individual Program Planning with Developmentally Disabled Persons,* consists of workbooks for individual trainees, two videotapes to be used by the group in several training sessions, and this manual. The videotapes present client behavior (used for practice and discussion) and informative lectures. The workbook contains most of the course content and the directions for proceeding through the sessions. The workbook also gives each participant a permanent record of his/her training experience and a reference source. The manual suggests ways of getting your staff involved in training and of maintaining an IPP system once it is established.

The training package presents a single conceptual model of an individual program plan (IPP), which includes four basic parts: goals (to indicate the general aims of the program); objectives (to specify client behaviors and time limits for achieving them); strategies (to tell when and how the objectives will be achieved); and evaluation (to monitor both the process and outcome of the IPP). This model of the IPP incorporates the components of individual habilitation plans required by the 1975 Amendments to the Developmental Disabilities Services and Facilities Construction Act. While the examples refer to severely handicapped, developmentally disabled persons, the concepts are broad enough to apply to all disability groups and are flexible enough to be adapted to specific agency needs.

The training requires six 2-hour training sessions. The course is instructor-free and is designed for use by a group of five to nine persons—preferably by an entire interdisciplinary team of persons working on a client's program. This group training experience should facilitate a sharing of ideas, as well as a common understanding of what individual program planning is and how an interdisciplinary team can function. Agencies with two or three staff members are encouraged to align themselves with other service providers in the community for this training. Joining together for training and experiencing an interdisciplinary team approach to client programs can help in developing a comprehensive and integrated service delivery system in the community.

"A Note to Group Members" in the workbook offers a detailed description of how instructor-free training works and can be a useful reference for you or whoever is in charge of supervising the training.

A review of the six training sessions follows.

Session 1: Individual Program Planning and the Interdisciplinary Team

This session uses 1 hour of videotape in three segments to present the basic concepts of individual program planning and the interdisciplinary team. Group members respond to these tapes with discussion and exercises. Finally, they organize themselves into an interdisciplinary team. They maintain this team identity for the duration of the training.

Session 2: Goals

The workbook introduces participants to goals, the first part of an IPP. Trainees practice making a strengths/needs list and writing some goals before watching a videotape of "Louis," who is to be the team's client throughout the training. On the basis of the behavior they observe on the tape of Louis, the team writes some goals for him.

Session 3: Objectives

A videotape discussion of pinpointing behavior leads the group into the subject of objectives, the part of an IPP in which vague goals are expressed in specific behavioral terms. After discussion and exercises, the team writes objectives for Louis.

Session 4: Strategies

The team develops a strategy for one of the objectives they wrote for Louis in Session 3.

Session 5: Evaluation

The team plans how to evaluate the objectives and strategies they have set for Louis.

Session 6: Application: Get It Together

Using the skills they have developed in previous sessions, team members together write an IPP for a new client, either one with whom they actually work in their agency, or a client on videotape.

TRAINING SESSIONS

The following arrangements and policies will facilitate the success of instructor-free training.

1. Space

A conference room, such as the room the core interdisciplinary team would normally meet in, would be ideal for the training. Chairs and writing surfaces are necessary.

2. Equipment and Materials

a. Videotape playback equipment must be available for Sessions 1, 2, 3, and possibly 6. Video equipment will not be necessary for Session 6 if the group writes an IPP for a client with whom they have contact. If they do not have this client contact, they will need to observe the client on videotape for Session 6. Make sure that the group understands how to use the equipment and whom to contact in case of trouble.

b. Each participant in the training group needs the workbook, "Individual Progam Planning with Developmentally Disabled Persons."

c. A blackboard and chalk or easel with large paper pad and magic marker that the whole group can see are necessary for working out various exercises.

3. Frequency of Training Sessions

Ideally, a training group will complete one session every 3 days. **The value of the training will diminish if more than two sessions per week or fewer than one per week are scheduled.** A break of 2 or 3 days between sessions is necessary to give participants time to absorb and review the materials presented to them and to work on individual practice assignments. However, a break between sessions lasting longer than a week will destroy the participants' sense of how the various parts of an IPP relate to the whole. A minimum of 2 hours must be allowed for each session.

4. Attendance

To make group self-instruction succeed, participants must learn and work as a group with the materials presented in each of the six training sessions. Participants should not be allowed to miss consecutive sessions nor more than a total of two sessions. Individuals should make up all missed sessions before the next regularly scheduled session. Because running make-up sessions can create extra work and the sharing of group dynamics cannot be recaptured, postponement of a session may be preferable to absenteeism. Participants must also attend for the full 2 hours of each session. They should be very firm about not being interrupted by calls or visitors. Group members themselves should assume responsibility for the completion of make-up sessions and for dealing with problems of absenteeism, late arrivals at sessions, or rescheduling. Offer your support, but encourage them to handle the problems within the group if possible.

5. Observers

No outside observers should be allowed to sit in on sessions, as they may seriously inhibit spontaneity in the group. While you will not participate in the groups nor be needed on a planned basis, you should maintain contact with the groups and offer your support when needed.

TRAINING GROUPS

1. Size

No more than nine nor fewer than five people should be in a training group. A group of five to nine allows everyone to participate in a 2-hour session. Additional people will either decrease the participation of each member or lengthen the session—neither of which is desirable. On the other hand, at least five persons should be in a group to permit the stimulation of different points of view. Preferably, an intact interdisciplinary team will be trained at one time, but it is important that the group be kept small. When a unit or subdivision of the agency constitutes a group too large to be trained as a single interdisciplinary team and must be broken into several training groups, it may be best to have all groups receive training simultaneously.

2. Composition

A group whose members have a variety of backgrounds and roles is very important because the groups, trained as interdisciplinary teams, will be dealing with all aspects of client programs. The training has the greatest long-range benefits for groups of staff members who have mutual client contact and who will continue to function as interdisciplinary teams in implementing IPPs after training. If staff persons from different agencies are involved with one client, they should be included in the interdisciplinary team and the training group. Small agencies with limited staff may need to compose groups of persons from different organizations.

Supervisors and administrators who will not be part of the core interdisciplinary team should be trained first so that they can understand and support the program from the beginning. Specialists who will generally act as consultants rather than as permanent members of the core team are ideally trained with the direct care staff who typically form the core interdisciplinary team.

RESPONSIBILITIES OF THE PERSON IN CHARGE OF TRAINING

1. General Responsibilities

a. Develop a list of persons to whom the training is to be administered and assign them to teams.

Since the training groups will ideally retain team identity after training and for review, it is important to compose teams of persons who work together. For the purpose of identifying the teams concisely during training and review, it may be practical to name the teams, either arbitrarily ("Team A," "Team B," "Team C") or according to some factor indicating the nature of their work ("Learning Center Team," "Smith Cottage Team"). Retain for your files a control sheet listing the members of each team.

b. Have supervisors of the participants complete IPP training to insure their support for the program. Supervisors will encourage their staff to do the training and individual program planning by showing interest in the plans developed during training and their application to the regular work day. Supervisors should understand that all team members must attend all sessions and that time must be allocated for the six training sessions lasting approximately 2 hours each. Team members will also need an hour or so during the interim between sessions to complete individual practice assignments.

c. Make arrangements for use of video playback equipment and meeting rooms.

d. Arrange a place and method for groups to schedule use of equipment, tapes, and meeting rooms. This will help training groups avoid scheduling conflicts and will also provide a record of the regularity of the training sessions. Consider the convenience of the staff and centralize the sign-out location if possible.

2. Orientation Meeting

a. Several days before training is to begin, meet with each training group and two of their supervisors to introduce the training program and review procedures. The review of the six training sessions on pages 1-2 may be a helpful reference as you discuss the content of the training.

b. Give each group member a copy of the workbook. Direct them to read "A Note to Group Members" but not to start Session 1 nor to read ahead in the workbook prior to going through it with the group.

c. Orient group members to the concept of self-instruction and explain the responsibilities each one has to attend all training sessions in sequence and to participate actively in group discussion, exercises, and critiques.

d. Conduct a pretraining review to introduce the group to the review procedures and criteria that you will use to evaluate IPPs. Give each team a copy of the review procedures (page 10 of this manual). Complete Review Form A (at the back of this manual) on three of the team's current case folders. This pretraining review will provide baseline data for measuring the progress the team makes in developing IPPs. Be careful not to imply in this review, however, that team members have failed to apply skills they have not yet learned.

e. Using the team's case folders, your observations, and their suggestions, develop with the team a strengths/needs list to show their present skills in developing program plans. Use Review Form B for recording the strengths/needs list. This would be an opportune time to show parallels between the program planning that the staff now does and individual program planning. Such comparisons can alleviate staff resistance to new methods.

f. Use this orientation meeting to generate enthusiasm for the training that is about to begin.

3. Responsibilities During Training

a. Attend each group's first session for a few minutes to make certain that the group understands the workbook directions and how to operate the video equipment.

b. Check with the group members periodically to make sure they are proceeding as planned. Let them know you are available if they need assistance.

4. Responsibilities When Training Is Completed

a. At the completion of the sixth session, meet with each team for a debriefing period. During this time, encourage the group to share with you any problems or questions that might have arisen during the course of the training. Also inquire about additional training areas that may be of interest to the group. (For guidance in selecting additional training materials, refer to the resources section of the individual workbook.) Set times for review 2 weeks after training is completed. (See the second part of this manual for the recommended review schedule.)

b. Help the group set goals and objectives regarding individual program planning with their clients. The objectives should be reasonable, but the team should begin to apply individual program planning within a week of completing training.

c. Review and follow with as much positive reinforcement as possible the first IPPs that a team develops after training. Encourage teams to use IPPs in their day-to-day work.

CHECKLIST OF THINGS TO DO BEFORE SESSION 1

1. Take the training yourself to be sure you understand the principles presented and the methods used. Train supervisory staff as well.
2. Make a list of persons to whom the training is to be administered and assign them to teams.
3. If your agency does not possess video playback equipment, arrange to borrow or rent some.
4. Designate a place for groups to schedule use of equipment, tapes, and meeting rooms.
5. Schedule a meeting room and equipment for Session 1.
6. Review the workbook and this manual to be clear on what is expected of participants as well as what you are to do.
7. Meet with the participants to explain the training program and to conduct the pretraining review (see the discussion of the orientation meeting on pages 4-5).
8. Other points and reminders:

QUESTIONS AND COMMENTS YOU MAY HEAR FROM GROUP MEMBERS

How do we know that individual program planning is good?

Explain that experience with individual program planning should precede judgment of it. If people are committed to it, individual program planning can insure greater client development than any other approach to education and training we know.

We're doing this already!

Have trainees consider whether they are using all of the basic elements of individual program planning—goals, objectives, strategies, evaluation. If they omit any of these parts, if they don't involve the client from the beginning, if they don't use clear language, or if they don't have target dates, individual program planning won't be effective. Also, it is very important to write out individual program plans. This provides a permanent record of what the client has accomplished and helps in communicating with other people involved in the plan.

I don't have time to write all the IPPs I need.

Encourage staff to start with one client and a couple of goals instead of trying to do everything at once. Individual program planning can grow gradually.

How will individual program planning help me?

Point out that written records document the success of the staff by documenting the accomplishments of clients. Furthermore, by providing specific information about who is to do what and when, an IPP gives clear-cut descriptions of staff goals and responsibilities.

Oh no, not more paperwork!

Try to show how existing forms can be adapted for individual program planning, thereby requiring very little additional paperwork. Since IPPs are written by interdisciplinary teams, they can reduce duplication across disciplines and thereby simplify paperwork. Above all, IPPs can make paperwork into meaningful work.

How can you involve clients when they can't understand a complicated individual program plan?

Point out the things you can do to involve clients in individual program planning (these are discussed in Sessions 1 and 2). One can give the client some choices within the IPP (for instance, if the objective is that the client put on a shirt in the morning, let him/her choose which shirt he/she wants to wear). One can include the client's likes and wants in the plan (for example, if a client especially likes music, use music as a reward for learning a new skill, or play music in a training session). Third, one can always make the effort to explain the plan to the client. Clients deserve the courtesy of an explanation even if they cannot completely understand their programs.

Should we write multiple goals for each client from the beginning?

Suggest that it is often best to begin with only two or three goals per client. When these are accomplished, one can move on to more goals and objectives for each client. However, as individuals who know the clients, staff members are the best judges of the number of goals and objectives to start with.

Can you include objectives dealing with a client's feelings in an IPP?

Explain that feelings are typically expressed in goal statements. For example, a goal for a client who feels hostile to the people and programs in the agency might be: "Increase client's positive feelings about the staff and training programs." Then staff members can ask themselves how the client would show positive feelings. Perhaps the client would accept their suggestions and follow through on them, or would increase the number of positive verbal responses to a change in activity. These statements can be the basis of behavioral objectives.

DEALING WITH HOSTILE GROUPS

Occasionally you may face a hostile group or a few hostile individuals in a group. The following strategies can be helpful in fostering a positive attitude.

1. Explain that they can only judge individual program planning after they have tried it. Therefore, they should hold their criticism until they have completed the training and have first-hand experience with IPPs.
2. Emphasize the IPP's focus on the staff's strengths as well as on the client's strengths. Individual program planning is a way to give staff members recognition for their accomplishments. Encourage the group to review the team strengths/needs list they completed in Session 1 (page 21 of the workbook). Or set aside a period at the beginning of the training session for group members to say what they admire about each other. This experience should begin to demonstrate the emphasis of the training program on staff strengths, an emphasis which carries over to the work situation after training.
3. If one group member persists in being negative and is interfering with group progress, you may have to confront that person outside of the group. Point out that people should give the program planning a try before judging it. Explain that a negative group member interferes with the learning of others and should, therefore, become more cooperative or leave the group. Most people when so confronted will stay with the group and become cooperative.

MAINTAINING AN INDIVIDUAL PROGRAM PLANNING SYSTEM

APPROACH TO REVIEWING IPPs

Once staff members have been trained in individual program planning, the key to the successful use of IPPs is insuring that the training is appropriately applied and that the concept of program planning is supported by administrators, staff, and clients.

Your review and evaluation procedure can accomplish both of those goals by determining whether the job of individual program planning is getting done well and by encouraging the cooperation and development of the staff. The review procedure suggested below focuses on the client and on the IPP itself rather than on the staff. This approach emphasizes the common goal of administrators, staff, and clients to increase clients' adaptive behavior. Because staff members are less threatened with such an approach than with review that seeks out their failures, they can see how reviews can help them develop their skills as well as help the agency monitor itself.

The goal of review with a positive approach can be achieved by following the three principles below.

1. **Focus on what staff members are doing right.**

   Review IPPs with the idea of discovering what staff members are doing right and how you can help them do better. Just as the IPP builds on the strengths of clients, you can use your reviews to determine ways of building on the strengths of your staff.

   If you try to catch them doing something right instead of looking for problems, they will be open with you about what is really going on. You will also be showing your support for the work they are putting into individual program planning.

2. **Inform staff of review procedures.**

   Much of the fear of review comes from uncertainty about what to expect. Give staff members a copy of the review procedures ahead of time. When they know what to expect, they can prepare effectively and will see the review as a chance to show how well they have done. When the review is completed, the staff should know exactly what will be said to others about their program. It is best to write your report with the staff present.

3. **Set reasonable objectives.**

   Agree ahead of time on the number of client programs which can be ready for review at a certain date. It's better to have a few well-prepared programs than many poor ones. The number of IPPs can be expanded, in reasonable steps, with subsequent reviews. When review is completed, you should set objectives for what will be done by the time of the next review. The staff and the reviewers should agree on what is reasonable.

   The purpose of individual program planning is to help clients increase adaptive behavior. Therefore, you can tell whether it is succeeding only by observing the clients themselves. Talk to clients and the persons working directly with them. Have clients show you what they have accomplished.

These principles of review—working with the staff instead of being authoritarian, building on strengths, setting specific goals, and making sure everyone knows what to expect—are much like the principles of individual program planning that you want your staff to use. By approaching review and evaluation in this way, you will be serving as a positive role model, acting with your staff as you want them to act with clients. This consistency will go a long way toward helping maintain successful individual program planning.

Your reviews will help staff members do a better job instead of just catching their mistakes!

REVIEW PROCEDURES

1. Prepare for the review.

a. Give the team notice of the date of review so that they can prepare for it.

b. Randomly select two cases from a team's caseload for review. Inform the team of the cases selected.

c. Let the team select one additional case that they feel shows their best example of individual program planning.

d. Select two persons who are familiar with IPPs to assist you with the review.

e. Interview clients whose cases are being reviewed.

2. Complete a Review Form A for each of three clients.

a. Review the components of the IPPs as guided by the items on Form A. (These items correspond to the checklists of criteria for the various parts of the IPP that staff members use for critiques during IPP training.)

b. Indicate the areas of strength and need in the IPP by circling the appropriate number on the form. Use the 6-point scale, with 6 indicating a significant need for improvement by the staff, 3 showing satisfactory work but some need for improvement, and 1 showing an area of strength in your staff's work.

c. Try to resolve any differences of opinion of reviewers and team through discussion, but make sure reviewers and team understand each other's perceptions.

3. Complete Review Form B.

Reviewers and team should work together to establish goals and objectives to meet before the next review.

4. Give the team a copy of the completed review forms.

It is important for team members to be able to compare the results of the periodic reviews so that they can see evidence of their progress. Team members may want individual copies of the completed review forms to keep at the back of their orange workbooks. Or it may be satisfactory to file the forms in a place where the team can have ready access to them.

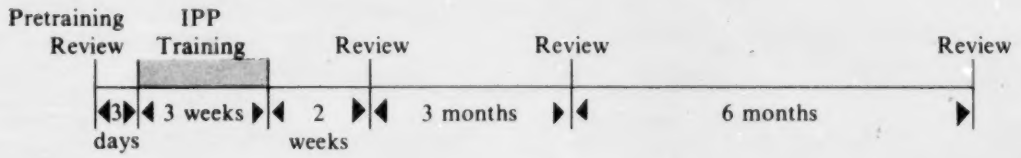
By following the same procedures each time you conduct an IPP review and complete the forms, you will develop an excellent record of team strengths, needs, and progress. This review will also help you maintain the IPP system by using team strengths as positive motivation and by helping each team meets its needs with further training. Please note that we are providing only one copy of each form. It will be up to you to make the appropriate number of copies for your agency's needs. You may also find that additional information is required by your agency for evaluation purposes. If so, you may adapt the forms provided to suit your needs.

REVIEW SCHEDULE

Ideally, a team's IPPs will be reviewed periodically, so that the team's progress and needs for further development can be documented. Several reviews over a period a time will give a more complete picture of a team's strengths and needs than will a one-time evaluation.

To begin with, we recommend a review at the pretraining orientation meeting and reviews 2 weeks, 3 months, and 9 months after training. The results of these reviews will help you judge the appropriate intervals for future reviews.

IPP REVIEWS: TIMETABLE



IPP REVIEW FORM A

Analysis of an IPP

To be completed by reviewers and the core interdisciplinary team on the IPP of each of three clients. Use a separate form for each client. Refer to pages 9-11 in "How to Implement and Maintain an Individual Program Planning System" for review procedures.

Pretraining ☐

Posttraining ☐ ☐ ☐ ☐ ☐ ☐

2 weeks 3 months 9 months _____ _____ _____

Team being reviewed _____ Date of review _____

Reviewers _____

Client _____ Interview? ☐ Yes ☐ No

AREAS OF STRENGTH AND NEED

Circle the appropriate number to rate each item. Reviewers and team should reach a consensus. If an item is missing from the IPP, check the box in the "Missing" column.

Supportive Material	*Strength*					*Need*	*Missing*
Background data on client	1	2	3	4	5	6	
Strengths/needs list	1	2	3	4	5	6	
Client involvement with the IPP	1	2	3	4	5	6	
Involvement in planning and carrying out the program by significant others	1	2	3	4	5	6	
Goals							
Use of positive language	1	2	3	4	5	6	
Emphasis on competency	1	2	3	4	5	6	
Long-term goals	1	2	3	4	5	6	
Short-term goals	1	2	3	4	5	6	
Attention to the sequence of development	1	2	3	4	5	6	
Objectives							
Specification of observable, measurable behavior	1	2	3	4	5	6	
Outcome-orientation	1	2	3	4	5	6	
Specification of target dates	1	2	3	4	5	6	
Emphasis on competency	1	2	3	4	5	6	
Use of positive language	1	2	3	4	5	6	
Attention to the sequence of development	1	2	3	4	5	6	
Strategies							
Method of doing the task	1	2	3	4	5	6	
Steps in the task	1	2	3	4	5	6	
Technique of presenting the task	1	2	3	4	5	6	
Trainer assistance	1	2	3	4	5	6	
Summary	1	2	3	4	5	6	
Criterion	1	2	3	4	5	6	
Evaluation							
Process evaluation	1	2	3	4	5	6	
Product evaluation	1	2	3	4	5	6	

CLIENT INPUT

To be completed by reviewers and team on the basis of the interview of client by reviewers and feedback from the client to team members.

	Yes	No
Does the client feel he/she was involved in his plan?	____	____
Does the client feel that he/she is making progress?	____	____
Does the client understand where the IPP is leading?	____	____

Client's suggestions regarding the IPP _____

_____

_____

CONCLUSIONS

	Yes	No
Do all staff members, including direct care personnel, understand the plan?	____	____
Do staff members feel they have administrative support?	____	____
Do staff members understand where the plan is leading?	____	____

Suggestions of staff members regarding client's IPP _____

_____

_____

Comments by reviewers _____

_____

_____

_____

_____

Comments by team _____

_____

_____

_____

_____

Signatures _____ _____

(representative of reviewers) (representative of team)

IPP REVIEW FORM B

Summary of Review

To be completed by reviewers and the core interdisciplinary team. Refer to pages 9-11 in "How to Implement and Maintain an Individual Program Planning System" for review procedures.

Pretraining ☐

Posttraining ☐ ☐ ☐ ☐ ☐ ☐

2 weeks 3 months 9 months _____ _____ _____

Cases randomly selected for review *(give clients' names)*

1. _____ 2. _____

Case selected by team _____

TEAM CENSUS

Number of clients team works with _____

Number of active client files maintained by team _____

Number of IPPs in use by team _____

STAFF STRENGTHS AND NEEDS

Summarize the strengths/needs lists on Review Forms A completed on individual clients.

Strengths (What was done right and what was done especially well)	Needs (What staff could do to improve IPPs)

GOALS AND OBJECTIVES

Next review date _____

Number of new IPPs to be prepared before the next review _____

Goals and objectives to meet before the next review _____

_____

_____

_____

_____

CRITIQUE OF THE REVIEW

	Yes	No
Did all team members understand the purpose and procedures of this review before it was conducted?	____	____
Did reviewers give advance notice of the review to all team members?	____	____
Was it clear that the primary purpose for the review was to recognize the accomplishments of direct care staff in their work with clients and to help them further develop their skills?	____	____
Was the team provided with a copy of review procedures?	____	____
Did the reviewers understand the review procedures prior to the review?	____	____
Did the reviewers follow the procedures?	____	____
Was the review handled positively?	____	____
Did the team members understand the purpose and procedures of the review after it was conducted?	____	____

Comments of the reviewers _____

_____

_____

Comments of the team _____

_____

_____

16 Signatures _____ _____
(representative of reviewers) (representative of team)